

Co-curricular Community Engagement Rubric

Criteria	4	3	2	1
1-Self Analysis	Students can identify and analyze specific personal strengths and skills that they can offer a specific community, and can clearly articulate how they can utilize those strengths and skills to positively impact others.			Student can articulate their skill set, with limited connection to how it can impact others, or a specific community.
2. -Community Analysis	Student communicates the assets, weaknesses, and opportunities of a specific community such as structure, personnel, organizations, and geography,			Student identifies location of a community and shows rather limited understanding of the assets, weaknesses, opportunities and other attributes.
3. Citizen Impact-	Student identifies the role that private citizen (or change to self) can play in addressing structural community needs.			Student shows limited understanding that there is potential for themselves or other citizens to have agency in a community.
4.- Community Partnership Strategies	Students can communicate strategies for developing strong community partnerships that reflect the project's goals. Students create project timetables, modes of communication, assessment and dissemination in collaboration with the community partner.			Student identifies project goals, assessments and dissemination formats from their singular lens.
5.-Connecting Academic to Co-curricular	Student identifies knowledge and skills obtained through academic experiences and explains how they are applied within their			Student identifies some knowledge and skills obtained through academic experiences and articulates limited connections to co-curricular community engagement experiences

	co-curricular community engagement experience.			
6.-Civil Discourse	Civil discourse about community challenges. Research, analyze and conduct themselves using civil discourse.			Student has limited ability to discuss complex challenges in a group setting.

